

## 2002

### SPECIAL EDUCATION REGIONAL FIELD MEETINGS

#### Session and Presenter Descriptions

#### **Day 1 Agenda**

##### **Early Education**

**Session Title: Assessment is Intervention (SEEDS/SEECAP)**

**Session Description:**

This presentation will explore the principles of a family-centered approach to the assessment of young children, with an emphasis on how the assessment starts the intervention process.

**Presenter:**

Chris Wright, Ph.D. is a Special Consultant to SEEDS and is the Infant/Toddler/Family Mental Health consultant to the Sacramento County Office of Education, Infant Development Program. She is the former clinical director of Building Blocks, an Infant/Toddler Mental Health Program operated by River Oak Center for Children. Her work experiences include serving as a psychologist for the NICU Follow-Up Clinic and Child Development Clinic in the Department of Pediatrics at the University of California, Davis Medical Center.

**Session Title: Linking Outcomes to Assessment (SEEDS/SEECAP)**

**Session Description:**

The impact the assessment has on the parent-child relationship and future collaborative partnerships will be the topic for discussion.

**Presenter:**

Chris Wright, Ph.D. is a Special Consultant to SEEDS and is the Infant/Toddler/Family Mental Health consultant to the Sacramento County Office of Education, Infant Development Program. See above session for further details.

##### **Education/Parent K-12**

**Session Title: Least Restrictive Environment 1 & 2 (Workgroup)**

**Session Description:**

The Least Restrictive Environment (LRE) Initiative will provide information, training, and assistance to support the implementation of LRE for students with disabilities in California schools.

The LRE Initiative training will provide an introduction to the LRE Self-Assessment tools, which can be used to examine current practices in the LRE and as guides to improve practices at both the district and school site level. Best practices in providing services to and supporting students with disabilities in the general education environment will also be provided. Resources and information on additional technical assistance will be shared.

The LRE Initiative Training is a three-hour training with a lunch break provided in the middle. It is recommended that participants plan to attend the entire three-hour session and not just one section.

**Presenters:**

Participants of the LRE Workgroup will present the Least Restrictive Environment (LRE) Initiative Training. The trainers will vary from region to region, as local experts will be presenting along with local workgroup members. The LRE Workgroup was formed two years ago by the California Department of Education, Special Education Division with the specific task of examining the issues around LRE and developing tools to assist districts as they seek to improve and increase options for students with disabilities within the general education environment. The LRE Workgroup was comprised of district administrators (general and special education), teachers (general and special education), parents, faculty members, agency representatives, and advocates.

Sacramento - Ann Halvorsen and LaQuetta Copeland  
Emeryville - Ann Halvorsen and Linda Lee  
Fresno - Jacki Anderson and Leslie Farlow  
Los Angeles - Mary Falvey  
San Diego - Deborah Tweit-Hull

**Administrator****Session Title: Procedural Safeguards/Complaints Management (PSRS/CMM)****Session Description:**

PART I: Procedural Safeguards Referral Service and Complaints Management and Mediation will discuss the rights and responsibilities of parents, administrators, teachers and others who support students with disabilities and their families. The presentation will share information regarding procedural safeguards, due process and mediation, will track the life of a special education compliance complaint, cite common inquiries and describe the most common types of complaints. The presenters will also discuss the investigation process and share summary data. A question and answer period will follow.

PART 2: This 20-minute presentation explains what special education compliance complaints are, and describes the most common types of complaints. The presentation also explains who investigates complaints, and how investigative reports are structured. There will be time for questions and answers.

**Presenters:****Part I:**

California Department of Education, Special Education Division, consultant staff from the Procedural Safeguards Referral Service presenting at each location:

Sacramento - Margaret Benavides  
Emeryville - Julie Rosado  
Fresno - Karen Porcella  
Los Angeles - Jacqueline Brownlee  
San Diego - Betsy Verras

**Part II:**

California Department of Education, Special Education Division, consultant staff presenting in Part I and one or more of the following consultant staff from the Complaints Management and Mediation Unit:

Sandra Geisel-Churchill has been a Special Education Teacher (PH credential, SH credential, RSP certificate and a Master in Special Education ) working in the field for the last 18 years primarily with the infant/preschool population. Sandy has been with the Department of Education as an educational consultant (Visiting Educator) in the CMM unit for over two years. She is the author of the ParaTrainer; a training program that is devoted to those working with children with exceptional needs.

Nancy Harris worked as a special day class teacher and resource specialist in the San Diego Unified School District. She holds a Master of Arts degree in Special Education, and credentials in general and special education, and educational administration.

Karen Johnson has been a social studies, reading, English teacher, counselor, assistant principal and high school principal for the last 25 years. Karen has been with the Department of Education as an educational consultant (Visiting Educator) in the CMM until for the last year. She has Master degrees in social studies and reading and a Doctorate in educational administration.

Patrick McMenamin has served as a special education teacher, a special education program administrator and school principal, and a special education consultant for the last 25 years. Patrick joined the California Department of Education as a special education consultant in 1997, and has served in the Special Education Division, Complaints Management and Mediation Unit since 1999. He has Master degrees in General and Special Education and Educational Administration.

Paul Smith has been working with individuals with disabilities for 38 years. He has worked in federal, state and county agencies. His particular specialty is emergency behavior intervention. He has been investigating and providing expert testimony in cases involving students who have been injured or killed during emergency interventions for twenty years.

**Session Title: Focused Monitoring: Data Driven Decision Making (FMTA Administration)**

### **Administrator/Education/Parent K-12**

**Session Title: Strategies for Intervention and Instruction, "I Can Learn Handbook"**

**Session Title: Speech and Language: Recruitment and Service Delivery**

**Session Description:**

There is a critical statewide shortage of speech-language pathologists in the schools. Dr. Milgrim and Ms. Brandon will share what Los Angeles Unified is doing to recruit and retain speech-language pathologists. Additionally they will present innovative service delivery models to provide speech and language services to students.

**Presenters:**

Ms. Kathleen Brandon is the Coordinator of Speech and Language Services for the Los Angeles Unified School District. She has worked 30 years in public schools as a special education teacher, a speech-language pathologist, and an assistant principal.

Dr. Janice Milgrim, Ed. D, is an administrator for the Los Angeles Unified School District. She has been the coordinator of the Adapted Physical Education Program and the Program for the Physically Disabled. She was the Special Education Coordinator for the San Fernando Valley. Currently she is responsible for the Speech and Language, Adapted Physical Education, Visually Impaired, Deaf and Hard of Hearing, Occupational Therapy, Physical Therapy and Asserive Technology departments of the district.

### **Administrator/Education/Parent K-12**

**Session Title: Student Assessment: STAR, CAHSEE**

**Session Description:**

Participation of students with disabilities in state assessments promotes access to the general curriculum. It is important that schools know how successful they are in preparing all students to meet high standards. Workshop participants will gain clarification about current STAR and CAHSEE requirements and how to improve not only access but student performance on these measures.

**Presenter:**

Pamela McCabe is a California Department of Education, Special Education Division Consultant from the Assessment, Evaluation and Support Unit. Her primary responsibility is ensuring that students with disabilities have access to statewide assessments and are included in the state's accountability system. Prior to state service, Pamela was a school psychologist for 13 years. She has also taught students with disabilities, both as a Resource Specialist and a Special Day Class teacher. She has been a private practitioner as a Licensed Educational Psychologist specializing in assessment of infants and preschoolers.

**Session Title: Standards-Based Alternate Assessment**

**Session Description:**

An alternate assessment is an assessment designed for students with disabilities who are unable to participate in a general assessment, even when accommodations or modification are provided. California's alternate assessment is an alternate to the STAR. Participants will learn how the alternate assessment is being more closely aligned with the STAR. A member of the Alternate Assessment

Advisory Committee will present the selected state standards on which the assessment will be based. Participants will gain an understanding of how performance indicators can be developed that express student progress toward the state standards.

**Presenter:**

Pamela McCabe is a California Department of Education, Special Education Division Consultant from the Assessment, Evaluation and Support Unit. See above session for further details.

**Co-Presenters:**

Sacramento – Karen Honkala, Program Specialist – Lodi Unified School District

Fresno - Mike Birdsong, Psychologist – Fresno Diagnostic Center

Emeryville – Glenn Parado, Teacher – Hayward Unified School District

Los Angeles – Karen McMillan, Administrator – Orange County Dept. of Ed.

San Diego – Carol Bartz, SELPA Director – North Inland SELPA

## **Day 2 Agenda**

### **Early Education**

#### **Session Title: Transition: Everyone At The Table (SEEDS/SEECAP)**

##### **Session Description:**

This presentation is dedicated to promoting the concept and vision of successful transitions from birth to five across settings.

##### **Presenter:**

Senta Amos-Greene has expertise working with children and families from diverse backgrounds and situations in both early childhood and early childhood special education. Senta has worked at the local, state, and national levels in a variety of leadership capacities and settings. These have included model child development/early intervention programs and exemplary institutes of higher learning.

#### **Session Title: Taking Transition to the Next Level: General Education Teacher at the IEP (SEEDS/SEECAP)**

##### **Session Description:**

Both general education and special education educators are encouraged to engage in meaningful dialogues about current trends, practices, and strategies for facilitating smooth transitions, including the general education teacher at the IEP.

##### **Presenter:**

See above session for details.

### **Administrator/Education/Parent Grades 2-8**

#### **Session Title: Writing Standards Based IEP Goals**

##### **Session Description:**

Standards Are Everywhere!

The handbook on goals and objectives/benchmarks related to California content standards provides professionals with examples of how goals should be written according to federal regulations, discusses current levels of performance and has an extensive sampling of goals and objective/benchmarks aligned to essential state of California content standards. Essential standards included in the handbook were chosen with the learning disabled population in mind and can be utilized with teacher and administrator trainings. Handbook can be downloaded at [http://www.cde.ca.gov/spbranch/sed/gls-objtvs\\_hndbk.pdf](http://www.cde.ca.gov/spbranch/sed/gls-objtvs_hndbk.pdf).

##### **Presenter:**

Diane Youtsey is recognized for her dedication in the field of special education as a teacher, administrator and consultant. Currently working for the Placer County Office of Education, she has presented in the area of special education for over 15 years, has had a private practice serving learning disabled individuals and teaches part time for the California State University of Sacramento. Diane is the committee chair for the ACSA and CARS+ goals and objectives/benchmarks handbook related to Essential State of California Content Standards.

### **Administrator/Education/Parent Grades 8-12**

#### **Session Title: Transition to Adult Living: A Guide for Secondary Education**

##### **Session Description:**

Federal and state monitoring of special education programs have found that in spite of the 10-year-old IDEA requirement to address the transition from school to adult living in the IEP, many states and local districts continue to have difficulty implementing the requirement. To assist local education agencies and families, the CDE, Special Education Division has developed two new transition materials, the *Transition to Adult Living: A Guide for Secondary Transition* and a video for students, *It's Your Future*. Participants will receive these materials and the latest state and national information on secondary transition.

##### **Presenter:**

Diana Blackmon is a California Department of Education, Special Education Division Consultant from the Focused Monitoring and Technical Assistant Unit. In addition to serving as the state's secondary transition consultant, related assignments have included serving on the special education work group

advising the California High School Exit Exam panel on appropriate accommodations and developing the *Guidelines for the Promotion and Retention of Special Education Students*. Before coming to CDE, Diana worked for the California Youth Authority and the Sacramento City Unified School District as a special day class teacher and resource specialist. Diana holds a Masters Degree in special education and will complete her doctorate in International and Multicultural Education this spring.

**Session Title: Department of Rehabilitation/California Department of Education Interagency Agreement**

**Session Description:**

The presentation and discussion will focus on the current the Interagency Agreement between the California DOR, the California Department of Education, and the California Community College Chancellor's Office for the joint funding and administration of collaborative programming.

**Presenter:**

Jeff Riel is the Chief of the California Department of Rehabilitation (DOR) Education Cooperative Program Unit. This Unit is responsible for over 150 collaborative vocational rehabilitation programs with local education agencies, Regional Occupational Programs, colleges and universities. He is responsible for the annual development of the Interagency Agreement between the California DOR, the California Department of Education, and the California Community College Chancellor's Office for the joint funding and administration of collaborative programming. Prior to his current position, he served as the DOR Statewide Coordinator for the development of Welfare and One-Stop Cooperative Programs and Workforce Investment Act implementation. He has a Bachelor of Arts from the University of California, Berkeley.

**Administrator/Education/Parent K-12**

**Session Title: Adapted Physical Education Guidelines**

**Session Description:**

The workshop focuses on the contents of the revised *Adapted Physical Education Guidelines*. The guidelines clarify eligibility requirements for adapted physical education services, identifies physical education service delivery options and provides information to evaluate, improve and maintain quality adapted physical education services throughout California. The guidelines further provide criteria for conducting a self-review of program services and provides standards for programs, services, credentials and curriculum that are consistent with federal and state laws and regulations. The guidelines clarify the difference between adapted physical education, physical and occupational therapies, while clarifying the roles and responsibilities of an Adapted Physical Education Specialist.

**Presenter:**

Margo Dronek is a California Department of Education, Special Education Division Consultant from the Focused Monitoring and Technical Assistant Unit, and led the writing team for the *Adapted Physical Education Guidelines*.

**Session Title: Writing Linguistically Appropriate IEP Goals**

**Session Description:**

This presentation will focus on the process for developing linguistically appropriate goals and objectives for English learners in special education from initial proficiency assessment to goals and objectives based on English language development and English language Arts Standards. Legal compliance with state and federal laws and regulations will be reviewed and resources will be available.

**Presenters:**

Margaret Benavides is a California Department of Education, Special Education Division Consultant from the Procedural Safeguards Referral Service. She worked in the Early Education Unit before assigned to assist in the development and operation of the Procedural Safeguards Referral Service Unit. Margaret has been involved in a variety of projects such as autism, speech and language guidelines, Family Partnership Project, and currently the revision of a soon-to-be-online guidelines document for English learners in special education. Prior to coming to CDE, Margaret worked as a program specialist in the Contra Costa SELPA for 15 years. Past experience also includes: speech therapist, bilingual resource teacher and independent consultant for migrant and bilingual programs. She has a Master's degree in Communicative Disorders.

Ana Ramirez is a California Department of Education, Special Education Division Consultant from the Focused Monitoring and Technical Assistant Unit. In addition to her role as consultant, Ana is currently

working on the final draft of the *Guidelines for Language, Academic and Special Education Services required for English Language Learners in California Public Schools*. She has presented at several state conferences including CBE and Workability. Before coming to CDE, Ana worked as a resource teacher and a speech and language teacher for 10 years. Her special education experience also includes working with autistic, aphasic and deaf and hard of hearing students.

**School Nurses** (California School Nurses Organization will sponsor 8 contact hours of continuing education approved by the California Board of Registered Nursing, provider number 4269.)

### **Session Title: Managing Health Care Needs in School – 1 & 2**

#### **Session Description:**

School nurses will have the opportunity to meet all day for a workshop on Managing Health Care Needs in School. This day will focus on identifying current health care practice in schools for providing specialized physical health care services for students in each of five statewide regions as identified by school nurse manager/coordinators of school districts in each region. The day will also include a training session in a process for school nurses to use for managing health care services in school.

The first day of these meetings is designed for special education teachers, related service providers, administrators, general education teachers, early childhood personnel, other related agency personnel, and parents. Sessions will address such topics as IEP goal writing, instructional strategies, and assessment and issues that impact services in the least restrictive environment, secondary transition, related services and data based decision-making.

The second day of Regional Field Meetings has added a special track designed for school nurses. School nurses will have the opportunity to meet all day for a workshop on Managing Health Care Needs in School. This day will focus on current health care practice in schools for providing specialized physical health care services to students as identified by school nurse managers/coordinators of school districts in each of five statewide regions. California Department of Education, Board of Registered Nursing and California School Nurse Organization and will also participate in this workshop.

The purpose of this school nurse meeting on Day 2:

- To identify current health care practice in schools for providing health care services for students
- To identify a process for managing health care services in school.
- To provide information and resources for assistance to school nurses for managing health care services to students.

#### **Presenter:**

Patricia Michael, RN, PHN, MAM, is a credentialed school nurse and California Department of Education, Special Education Division Consultant from the Procedural Safeguards Referral Service. She provides technical assistance to parents, school districts and school nurses for managing specialized physical health care services for students. She also assists in statewide trainings, and chairs committees for revision and updating California Department of Education's publication, *Guidelines and Procedures for Meeting the Specialized Physical Health Care Needs of Pupils*, and developing regulations for Medication Administration in Schools.